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In Behalf of Parents

Editorial

Time was when the gates of the camp were closed to parents as effectively as was consistent with good business except, of course, on visitors' day. Alas, *visitors' day!* "Thank Heavens, it only comes once a week!"

Why this attitude on the part of some directors of years past? It was considered that whatever of worth the camp accomplished must be achieved in spite of parents! Most of the problems of campers were charged against the parents as being of parental creation, and parental interference was held to be one of the chief stumbling blocks in attainment of the goals of the camp. Consequently, the less parents knew about what was going on in camp, the less they could interfere with the program!

In a way, this attitude towards visitors' days is understandable. The director is a busy man and both the days and the season are all too short. In the light of his manifold opportunities and duties, the hours spent with parents often seem like waste of time that rightfully belongs to the campers—and conversing with parents at camp does take time!

A refreshing note emerges in today's attitude, however, which indicates that these hours with parents, rather than a waste of time, may prove to be the most rewarding periods of the year.

For argument's sake let's admit that most of the campers' problems are created by parents and by home conditions. As a result of the camp's efforts some of these difficulties are adjusted and the camper returns home with his faults less pronounced. But he returns to the *same family environment*—perhaps, the same pampering mother, the same domineering father, the same jealous brothers and sisters! Can the camper reform these family conditions? How long will it be before the camp's contribution will be lost as he readjusts to the old environment again?

But how does this affect the director—is it his business to guide the parents? To the ex-

tent that he is sincerely concerned with the personality growth of the child, the answer is *yes*. And in the same breath it must be said that it is a parent's business to guide the camp director. Both are co-workers in the same task. Sometimes one is more experienced, sometimes the other, but regardless of experience each has a contribution to make to the other, and each will be less effective without the other's help.

Fortified with the detailed information parents can give him regarding the past history, needs, interests, ambitions, strengths and weaknesses of the child, the director and his counselors are equipped to work more intelligently. Fortified with the director's opinions and recommendations concerning a winter or home program for the child, the parents are in a position to effect a greater carry-over of the camp training and to adjust home life more adequately to the child's personality.

There will be many aspects of the child that neither parents nor director can fathom alone. A conference together whenever the parents drop in at the camp (which let us hope is often) will lead to greater insight for both. Written reports either by parents to director before the season, or by director to parents at the end, are inadequate and dangerous from several angles. Rapport, understanding, insight, result from *conferences*—discussion between director and parents in which the child's needs are aired and a program for both camp and home mutually created.

The child belongs to the home environment ten months of the year and to us for only two months. If the camp is pitted against the home (or ignores the home which often amounts to the same thing) the work of both is complicated in aiding the child's adjustment. Both—the camp and the home—are phases of the child's complete environment and both should be partners in the common task.

As camp directors, let's keep the latch string out to our partners and co-workers—the *parents*.

The Good Counselor

By

CLIFTON M. DRURY

President, Michigan Camping Association

Director, Camp Hayo-Went-Ha

THE Good Counselor is he who because of a poised personality, an unimpeachable idealism, a sense of goodness and beauty, and genuine understanding, brings responsive joy, enthusiastic creativeness, and a fine sense of social "we-ness" to those campers fortunate to be entrusted to his care.

He is one who keeps his physical self at a most responsive point; who sees in camp a constantly recurring democratic process of education and is absorbed in it, and who possesses maturity of judgment and emotions.

He is highly respected and admired by campers because of his excellent qualities of leadership as well as his personal ideals; highly respected and admired by leaders and staff-men because of his ability to play a team game in addition to his qualities of leadership and his personal ideals; highly respected by parents because of his untiring efforts in behalf of the growth and personality development of their boy, as well as because of his personal ideals.

In behalf of his boys, he leads, guides, counsels, permitting each camper fullest expression of his personality consistent with the best interests of the cabin group. He has, then, to know each camper intimately and he constantly works to that end.

He possesses some skills—a good athlete, a nature enthusiast, a master craftsman, or a fine musician. Fortunate will be the campers to whom the Good Counselor can interpret any of these roles in their finest light. He finds genuine joy in every phase of camp life and labors to keep it so.

He should be a person of religious convictions who will constantly strive to interpret

these in behalf of the Good Life in the purest of settings that can be afforded—camp.

The Good Counselor can be no less than this—an ideal.

Is it possible to find these Good Counselors and what is the best means of selection?

We speak for the counselor who possesses strength of personality and whose vocational training finds him preparing to deal with people.

We speak for the counselor who possesses strength of personality and whose attitudes and outlook on life are thoroughly wholesome.

We speak for the counselor who possesses strength of personality and who finds the time in his busy world to assume active leadership of a boys' or girls' group during the winter.

We speak for the counselor who possesses strength of personality and who can positively interpret in their finest light specific skills they possess.

We speak for the counselor who possesses strength of personality and who finds in the expression of his religious convictions a perfectly normal and natural experience.

We speak for the counselor in whom we find a fine combination of all these traits—he should be discovered and selected because of what he is and what he has and can do.

We speak for the counselors-to-be—the fine high school boys in every camp who found in their counselor a dynamic personality whom they respected and admired and whom they desire to emulate; who found in the camp setting the purest form of functional democracy; who saw in the director an admirable personality and capable administrator with whom each would choose most of all to work, knowing his methods and techniques.

A Play Director Speaks for Dramatics

By

OLEDA SCHROTTKY

Dramatics Advisor, Girl Scouts, Inc.

THE desire for drama has always had a peculiar fascination for most people since ever the world began. We find plays cropping up in odd forms and places in every clime and region—vineyards, churches, wooden carts and steamboats have been and still are settings for plays. Today there are summer theaters everywhere in stables on the edge of green meadows where, through the opening in the hay loft, one may see grazing sheep, or if the sea holds undue fascination there are summer theatres so closely located to pounding surf that one may hear the waves crash by only slightly cocking an ear.

Long before the popularity of the modern summer theater, Girl Scouts produced plays on every type of stage. Some choose the High Sierras with its great trees forming gigantic Greek columns, others like pebbly shores with the underbrush at the sides a suitable place for the dressing rooms and entrances. For reasons of comfort some plays are obliged to be acted indoors where happily through the screened windows, the campers may often see stars or now and again a moon serene or frowning ride in and out of clouds like an armed warrior. This gives to the performance what in the professional theater is called atmosphere. May these short descriptions inspire the drama director to keep a weather eye out for unusual and promising settings!

We produce plays for two primary reasons—fun or recreation and self-expression. There was a time when camp dramatics was anything but what the name implies. Songs were ribald and what was called stunt night consisted of a series of slapstick comedies. Little thought was given to costume and make-up; pajamas turned front side back, a red sash and head dress and a few streaks of charcoal sufficed no matter what the character required. These

evenings were often without merit of any sort and frequently only exaggerated the ideas children acquired from comic strips and second-rate movies.

The Orientals have a saying which we can take well to heart. "Be thou fruitful as the palm or be at least as the dark cypress high and free. The branches of the cypress tree never incline to earth but all shoot up toward heaven." Remember this saying when planning dramatics for your summer camp.

We are a nation perpetually in a hurry. Everything must go quickly from preparation to finish. We work, travel, eat, shop and play against time. Let the summer of 1938 be different—relax and enjoy the here and the now, don't try to see how much can be done but rather what fun can be had and beauty achieved in the doing.

There are four things necessary in planning campfire programs—one is imagination, (Ellen Terry used to say, "three I's are indispensable to the actress—imagination, industry, and intelligence but of these three the greatest without any doubt is imagination"), tools (however simple), originality and good taste. Mark the word planning carefully for it is highly important. In the writer's experience, in these many years, dramatic miracles have rarely happened. Most spontaneous things, you know, are carefully planned in the mind of some one individual so don't depend too much on sudden inspiration.

First then, ask yourself what are the special occasions for which ceremonies, plays, skits and dramatizations are needed. By dramatizations I mean acting out stories, ballads, incidents, yarns and songs. The summer naturally falls into the following gala days. The opening evening which may include a fire ceremony, singing (old familiar songs), stories, a short talk by the director and an old camper

who speaks well, and last year's camp movies. The first campfire gathering often sets the dramatic standard for the entire summer (see reference No. 1 for suggestions). Remember that the campfire is the hearthstone of the camp. All day the campers are occupied with mental and physical activity and can get on pretty much alone but with the coming of night the age old craving for society asserts itself. The red council fire, the unbroken circle bears witness to man's thirst for security and companionship—it inspires confidence and encourages exchange of experiences.

Next come the patriotic days—flag day, if the camp opens the middle of June, and, of course, the Fourth of July (see reference No. 2). As for birthdays, make one party suffice for all the birthdays during the month. "The Ceremony for the Bringing In Of A Birthday Cake" (reference No. 3) is great fun. "A Birthday Festival" written especially for Girl Scouts (reference No. 4) may be adapted to any Girl Scout group. "The Jester's Purse," by Nydia Minchin (reference No. 5) includes the story of a magic birthday cake written around the greatest of all pastry cooks, the Queen of Hearts. "Tell Me a Birthday Story," (reference No. 6) contains stories suited to ages 8-12, and includes a comprehensive calendar of famous birthdays. Stories may be adapted for older girls. "Birthstones" found in "Plays and Ceremonies for Girl Scouts" (reference No. 7) may be followed by a charade of the months. All the January, February, March, etc., people act out the characteristics of their birth month. Example: January—a twelfth night ceremony, February—a lover's quarrel between Pierrot and Pierrette, March—a dramatization of the mad tea party from "Alice in Wonderland," April—a dramatization of "The Emperor's New Clothes," by Hans Christian Anderson (His birthday falls on April twenty-second). Father Time may award a prize to the best performance after considering the following points—originality, significance, presentation and execution. The prize might be a large birthday cake and ice cream for the campers. One Girl Scout camp gave a camp birthday party and each unit brought gifts to the camp house such as freshly painted canoe paddles, candle holders for the fireplace, one group made a basket for wood, a rag rug for the director's

cabin, foot stools, book-ends, etc. There was a beautiful procession with each girl bearing the gifts which were placed on the hearth; dancing and singing followed. A birthday cake was brought in and the camp director made an acceptance speech which delighted the entire camp.

Then there are the special days which fall in the summer holidays. "Happy Holiday," by Eleanor Graham (see reference No. 8) is a good guide. Some camps have a long play, festival or party every four or six weeks, others run in two-week periods so there is a grand finale twice a month. Such high holidays sometimes last from four o'clock in the afternoon including supper and end as late as nine-thirty. In the Girl Scout camps where we live in units, a unit night is often popular as the last night offering. At such a time each group dramatizes its name, acts out a legend pertaining to it or they may present a suitable dramatization quite apart from the name of the unit. The closing campfire may be simple or elaborate and should always be kept free from sentimentality and eulogies.

Many dramatic counselors antagonize other colleagues not because they are profoundly unpleasant, but because of over-eagerness to achieve perfection. Remember that at least ten other specialists have a prayer rug too, so give them a chance to stand on theirs once in a while. They may have a secret love for perfection also, so humor them.

Cooperation, and I mean what the word implies, is the keynote of a successful camp. Be sure to put to good use the talents of the arts and crafts, music, nature, pioneer and swimming counselors, also the dietician, the camp director, the handy man, and the nurse, but don't overlook the willing helper.

As for tools take at least ten good books (See Handy Books for suggestions), and many scraps of cloth. At Camp Andree Clark, the Girl Scouts camp in Briarcliff Manor, New York we have a costume box to which each year is added anywhere from five to twenty-five more costumes. Old chiffon party gowns, begged from prosperous friends, carefully ripped and re-dyed, make veils and draperies for saint and medieval ladies; mosquito netting is good too; burlap bags achieve almost per-

fect Indian costumes. As for No. 10 tin-cans there is nothing better for jewelry or helmets—it takes a lot of cutting and riveting, and be sure to wear a beret and bind the tin with adhesive just to keep from being beheaded. Bits of cardboard, old sheets dyed, remnants of calico, drapery, faded materials which have lost effectiveness as window display, pieces of screen, small tin signs, are all invaluable when it comes to making costumes and properties for your show. They say the Chinese utilize every infinitesimal scrap. All I can say is that they have a strong rival in the dramatics counselor in a summer camp located miles from town.

At least two good costume and properties books (see Handy Books) should be in every camp library.

A project in which a large part of the camp might participate is one written around Bells. The tools needed for this program consists of a source book (See reference No. 9), a song book and a good collection of poetry for reading or dramatizing. The evening might include the following—a short history of bells (see Source Book, page 9), song about bells—Lovely Evening (reference No. 10, page 83), French Cathedrals and the Pealing Bells (reference No. 10a, page 59), "The Friar and the Bell" (Source Book, Chapter 1). Such poems as "Bells," by Edgar Allen Poe, "Bells of Shandon," by Francis Mahoney and "The Evening Bells," by Thomas Moore, found in "Classics for Vocal Expression," (S. S. Curry), or see library for poem collection. "Chimes," Dante Gabriel Rossetti, found in "Many Voices," Part II, by Mona Swann (See reference No. 11). Kinds of bells—see Source Book (page 430) for suggestions for playing chimes on drinking glasses filled with various amounts of water which make a bell-like sound; or flower pots, saucepans, mixing bowls, tea cups may be used for making sweet music.

Plays such as "The Bell of Atri" dramatized by Marion Mitchell Walker in *Normal Instruction* (April, 1930, page 58), Cutler Bldg., Rochester, New York, or "The Bellman of Nons," by Dorothy Rose Googins, in the *Atlantic Book of Junior Plays*, published Atlantic Monthly Press, Boston, (price 1.90 royalty,) are excellent. Close with ringing the camp bell. Campers are urged to bring in additional camp songs, stories and dramatizations. Girls

and boys would be interesting in discussing types of bell sounds we hear in daily life—fire, buoy, victory, distress, worship, etc. The above suggestions are meager in comparison with all the possibilities this project has.

An Italian Evening begins in the late afternoon (everyone in gala-day dress) with dancing, singing, games and a daily decorated supper (Italian food including red wine-cranberry sauce) and spumoni (only the humble chocolate pudding disguised under green cocoanut is exciting and different). After dinner a play in the camp house. *Industrial Plays* (see reference No. 12) includes six excellent plays, among them "The Jewel Boy of Florence" in two acts and one prologue for six characters and any number of extras, written around Benvenuto Cellini, opportunity for dancing, singing and pageantry. The special singing group might serenade the other campers or give a concert to close the evening. You may be sure the boys and girls themselves will have plenty of ideas.

A bear hunt in one Girl Scout camp began with following a bear track made with black eyed peas. Each pea and bear track counted one point and the person finding the bear received twenty-five points. Supper took place in the bear cave — meat roasting over large toasters, black bread, watercress salad, wild (?) strawberry jelly, potatoes baked in the coals, roasted ears, and raspberries completed the meal. Then came the campfire with true bear stories, songs, games and dramatizations. "Mighty Nikko," by Parker Fillmore (see reference No. 13) contains thirty or more Folk and Fairy Tales from Finland. Four are good bear stories suitable for a continued campfire yarn. A good plan is to let four persons each tell a story in the true fashion of the old story world. For boys and girls, dramatization of the ballad "Cicely and the Bears," by Lilliput Levee, found in *Classics for Vocal Expression* (out of print but may be found in libraries). For boys—still pictures of hunters down the ages—Hiawatha, Daniel Boone, English Fox Hunter, Pilgrim Father, Pioneer, Frank Buck, others, may be effectively portrayed. An explanation of why people hunted in the past and why we hunt now might serve as a prologue for these pictures. A debate on the good and

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IF IT BE granted that the chief aim of a camp nature program is to interpret the natural environment of the campsite, and if we share the hope that the camper shall be more at home in the out-of-doors because of his camping experience, then surely there is a place in the summer camp for a weather bureau. Also, weather forecasting is more fun to do in informal groups than by one's self. Even life-long neighbors are apt to wonder a bit when a lone forecaster comes out, eagerly scanning the sky, and holding a handkerchief at arm's length to ascertain the wind direction! In the school room the set-up is too formal and indoorish to be quite ideal.

Your forecasts must be based on the general regional atmospheric conditions which can be ascertained from the daily weather maps of the United States Weather Bureau. These maps will be sent you for 25 cents a month from the weather bureau in the nearest large city. On them are several series of concentric lines which run through localities of equal barometric pressure, forming "highs," areas of potentially good weather, and "lows," areas of potentially stormy weather. These highs and lows move across the continent at fairly constant speeds, always in a general easterly direction. Although the maps will not reach you until they are at least a day old, you can determine what the regional set-up of weather conditions is, by mentally pushing the highs and lows eastward across the country the correct distance. Then, by referring to weatherbooks you can learn what sort of weather characterizes the eastern part of a high, what sort characterizes the western part—you will know what clouds, winds, and barometer readings should be present if you have forecasted correctly.

Wind is the least reliable factor in weather forecasting, but it is often true that an east wind foretells rain, and a west wind fair weather. Likewise, a north wind may bring cooler weather and a south wind warmer. Aside from their forecasting significance, the clouds are of particular interest because of their variety and beauty: the fluffy cumulus clouds, sign of fair weather, the wispy cirrus, in a blue sky, yet a forerunner of rain, the thunder-head appearing in the western sky before a summer storm. They are not hard to identify by comparison



Camp Weather Bureaus

By

LOU WILLIAMS

Department of Geology
University of Chicago

with labeled photographs of the types of clouds. Each cloud is characteristic of a certain location in a high or a low, and therefore they are quite valuable in foretelling coming weather.

A barometer is a necessity in weather forecasting. You may have an expensive aneroid or mercury barometer, or merely one of the clipper-ship or bottle type. A barometer is an instrument designed to measure the air pressure, or, in other words, to weigh the air. The air pressure varies from altitude to altitude at the same time, and from time to time at the same place. As we move into a low the barometric pressure gets lower, as we say, the barometer "falls." As we move into a high, an area of good weather, the atmospheric pressure gets greater, or, as we say, the barometer "rises."

You will probably wish to have a thermometer, and take the temperature in the correct way so that you can give the camp official temperatures. You may also wish to have a set of weather flags to make known your forecast to the camp: a white 12" x 16" one to show that you expect fair weather, a half blue and half white flag to forecast local showers, a black temperature pennant to hang above the rectangular flag and add "and warmer" to your forecast, or to hang below it signifying "and cooler."

In order to have a successful weather bureau, (and by successful we mean not only that 85% of your predictions come true, but even more that you have a steady and interested group of participants) you must meet your group for forecasting regularly, at stated times. In some camps you will meet with a group particularly interested in weather forecasting each day for an hour or so—perhaps for a period of two weeks or a month, and during that time you will teach them the principles of weather forecasting. Perhaps you will be learning with them, adding a bit more to their knowledge and to yours each day, and at the end of the hour making a forecast, basing it on more and more factors each day as you learn them. First you might learn the role of wind in weather forecasting, then add the clouds, and the barometer, then perhaps make a simple mercury- or bottle barometer, learn to use the United States Weather bureau maps, study weather proverbs, sorting the true from the false, and spend the rest of the time learning the whys of the weather:

what is a cloud? how is it formed? how does it stay up in the sky? what really happens when it rains? what is thunder and lightning? how can one be safe in a thunderstorm?

Since the best way to learn to forecast is by doing it, many of the campers who stay in camp for another session after "graduating" from the weather "class" may wish to continue forecasting. Also, you may wish to have a second forecast meeting a day. Then too, in many camps provision is not made for definite courses in any "subject," but informal bird walks, geology field trips, star-gazing groups, and "open hours" in the nature cabin are the vehicles for presenting nature study. In such a case we must be ingenious in presenting weather study. Perhaps the best way is to introduce the subject by an hour or half-hour talk touching a few of the essentials of forecasting. Then the actual forecasting is carried on by the "weather bureau" in which anyone in camp is invited to participate. This group meets at a central spot at given hours each day, for instance near the main camp building ten minutes before breakfast and ten minutes before supper. A weather corner or bulletin board, where cloud pictures are posted, and the barometer, weather books, and charts are kept, will help to give more background of knowledge to the forecaster. But the real skill comes with practice: make sure that everyone in your group takes part. As time goes on the leader should try to become a less and less important person as far as the forecast making goes. A chart should be kept from day to day on which are noted the date and the hour of forecasting, the wind direction and velocity, clouds, barometer readings, temperature, map data, and any proverbs which may apply. Then carefully summing up what these facts indicate, make a forecast, and place it in the last column of the chart. Each time the group meets it should be decided whether the previous forecast turned out correctly, and if not, try to pick the flaw in the reasoning which led to it. The forecast should be posted where it will be available to most of the camp, or the correct flags should be raised.

To campers who have learned the whys and ways of the weather, fear of a thunderstorm gives way to understanding of it, interest in it, and a wise prudence; to campers who them-

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SURFBOARDS

FAR-OFF Hawaii has given the United States an ingenious modification of their ancient surfboards in the new hollow, streamlined, air-chambered board, which, but a few years old, is now recognized as a most efficient means of water rescue by the country's leading life-guard organizations. And its use is one of the most joyous of water sports, too.

Twenty years ago, W. E. Longfellow of the Life-Saving Service of the American Red Cross, visited Waikiki Beach, and carried back the news that the surfboards of Hawaii had possibilities as a means of rescue. Today Captain Longfellow has seen his dream fulfilled. While the old boards of the Islands were made of a solid piece of heavy timber, were slow to paddle, and difficult to carry a second person on, the modern hollow board invented in 1929 is light, fast and buoyant. By 1934 it had been introduced to many parts of the United States, and today there are many hundreds of these boards in use and the number is increasing constantly.

In Southern California, where some of the nation's crack life-guard corps operate, Captain George Watkins, of the Santa Monica organization, says of the hollow surfboard:

For Fun and Safety

By
TOM BLAKE

"Hollow surfboards are standard equipment on our beaches; every guard must be able to handle one. About thirty per cent of our rescues are made on boards; every tower has one or more boards at hand."

Captain Watkins favors the surfboard over the dory in many cases, because it can be so easily and quickly launched by one man and is efficient in all weather in which a boat can be used.

Besides their use in life saving, hollow boards are popular as a recreational device at boys' and girls' camps, and along the sea coasts and lake shores.

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THE PADDLER LIES WELL TO THE REAR OF THE BOARD



Back to Nature in Crafts

CREATIVE CRAFTS

DO NOT COME

WRAPPED IN PACKAGES

By

Ruth H. Kemp

Director, Arts and Crafts,

Camp Fire Girls, Inc.

AS we read the statements of camp directors and hand-craft counselors in the reports this year, we wanted to stand up and cheer—the cause we have been rooting for is winning! We read with joy of camps using pottery clay found in their camp grounds, wood from their forests, and rushes from their lakes for their handcraft projects. These few lines of evaluation from the director of handcraft at Camp Celio, the camp of the Oakland Camp Fire Girls, show the kind of uses of nature material we especially appreciate:

"I have always believed that camps should supply their own craft materials, and in a large measure that is what Celio has done this year. There is much to be gained from learning what is, and what is not, handcraft material in its natural state. A girl may learn to recognize the possibilities in every wayside stick and stone, in a muddy bed of clay, or in the dead branch of a tree. She may learn that in order to create beauty it is not necessary to buy expensive materials nor have a room full of equipment. She may learn that patience and labor will turn the most humble of material into a thing of beauty.

"Wood for belt buckles, bracelets, buttons and other projects was all camp gathered. Some interesting buttons were made simply of cross-sections of dry manzanita and of madrone. Candlesticks were made of madrone, manzanita, and one of juniper from a branch that had been imported into camp, since juniper does not grow here. Juniper was also used for buttons and buckles, but the chief wood for these was English walnut from two rather large pieces gathered at Turquoise Pool. After some effort a sawmill was found that would saw them into smaller pieces, and a plentiful supply of beautiful grained wood was available. Reeds were to be found in the lake, and together with willow, served for basketry. Cat-tail rushes were also found in the lake."

We are not being facetious when we say we are glad to hear handcraft has gone "back to nature." Handcraft had its beginning in nature

in more ways than we realize; not only do we derive our best materials in the way of clay, wood, metal, fibres, dyes, and the like, but also our finest inspirations for design and color through flowers, trees, birds, beasts, and countless things out-of-doors.

It is up to us to make the most of the marvelous natural opportunities for handcraft in camp—natural not only in the way we have just mentioned, that is, the gathering of material and inspiration from outdoor environment, but in that opportunities for handcraft grow readily out of camp activities.

Fitting the handcraft activities into the mosaic of the whole camp program is shown in these comments from Camp Wathana, Detroit, Michigan, and Camp Namanu, Portland:

"We attempted to carry out through various art media the four camping periods: Primitive, International, Treasure Island, and Hobbies. Primitive containers and musical instruments were fashioned during the opening two weeks and a country fair was planned and executed at that time. The second period, or International, called for help in the designing and making of table decorations, as well as turning our dining-room into a ship deck. The girls had great fun with flags, life savers, ropes, etc."—Detroit, Michigan.

"Robin Hood's Barn was open all afternoon so that campers could work on their projects if they wished. We tried to cooperate with the various other crafts, such as helping with the costumes and properties of the water pageant and dramatics. Most handcraft was made to take home, but Kiwanis girls made many things for their camp house—count book, tea tray, book ends, salad bowl, scarfs, chair cover, and candle holders."—Portland, Oregon.

We'd like to see less and less of the packed-to-order type of craft such as the craft supply houses offer, and more and more crafts that grow naturally out of group activities, such as

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Protecting Summer Camps From Fire

FIRE protection is, and must be, one of the first concerns of camp directors.

There are two reasons for this: campers, whatever their age, are in an unfamiliar environment and they come in contact with hazards to which they are not accustomed; camps are designed and built for short periods of occupancy and hence they cannot offer the structural safety that would be justified by longer use.

The Public Health Council of the State of New York recognizes the importance of fire protection for camps and in its Sanitary Code, which is enforceable by the New York State Department of Health, is the following regulation:

"Chapter VII, Regulation 14: Fire protection required. Any buildings or structures of a camp in which persons are housed shall be so constructed and arranged as to provide broad and easy exit in case of fire or other emergency and shall be adequately equipped with fire extinguishers and other fire fighting apparatus."

To protect camps and campers from fire, we must depend upon rigid rules for fire prevention and the protection of first-aid extinguishing devices. It is protection that many of our camps neglect, and this, largely because there has been only a limited fund of information on the subject.

In view of the absence of fire-fighting equipment in most camps, the fact that the annual fire loss is no greater than it is, must be considered a tribute to careful management.

Few camps are provided with a water supply that will deliver water under sufficient pressure to fight fire, and pipe lines and hydrants are almost non-existent. Many camps are on the shores of lakes or streams and of course bucket brigades can be organized to fight fire. However, there are reasons why the bucket brigade is not to be depended upon. A number of people are required to pass the buckets from the water to the scene of the fire and enough campers may not be on hand when they are needed. Then, too, the use of buckets implies that the user get close enough to the fire to throw the water on.

By

CHARLES B. SCULLY,

Director, Life Saving and Accident

Prevention, New York Chapter

American Red Cross

The rules for fire prevention depend upon the physical circumstances of each camp, the age of the campers, and other variable factors. But the principles that govern the provision of suitable and adequate fire extinguishers are practically the same for all camps.

Advantages of fire extinguishers are fairly obvious. They place considerable extinguishing power in the hands of a single individual and they can afford immediate protection at points of special hazard. Also, they can be marshaled with a minimum of effort at any point in camp where fire occurs.

The camp director should study the special and ordinary fire hazards encountered in his own camp and anticipate the types of fire that might occur. By doing this he can specify the types of extinguishers required at any point.

A special hazard may be defined as any situation that brings combustible material into proximity with an open flame, heating equipment, flammable liquids, or the possibility of sparking in electrical equipment.

Camp fire protection should begin with the camp's car. Every car or truck should carry a vaporizing liquid extinguisher of the familiar pump-action type. This type uses a liquid which vaporizes when pumped on a fire and extinguishes the flame. It is excellent for putting out gasoline, oil and grease fires; it also is suitable for fires in live electrical apparatus; and it is useful on ordinary fires. It requires no protection from freezing. One of these extinguishers on a car will protect the car and will provide much needed protection in camp.

Certainly where motorboats are in use,

vaporizing liquid extinguishers are needed. There should be one in each boat and one in the boathouse or at the landing where gasoline tanks are filled.

For general camp protection, one or more two-and-one-half gallon extinguishers of the chemical-solution type should be provided, the number depending upon the size of the camp. This type of extinguisher is operated by turning it upside down, and it then throws a stream of water 30 to 40 feet without effort on the part of the operator.

As this type of extinguisher must be protected from freezing, special "anti-freeze" extinguishers should be provided for camps where the temperature falls below 40 degrees F.

The foam-type extinguisher may be required in large kitchens or garages. This type also operates when it is inverted and the foam will put out fires in grease, gasoline and oil. Hoods over ranges and ovens, and flues leading from these hoods, must be cleaned frequently to minimize the danger of grease fires. Because the foam extinguisher throws a longer stream than the vaporizing liquid type, it may be very well be kept ready for grease fires in hoods and flues. The foam also will put out fires in free-burning materials.

Dining rooms, game rooms, and other places of assembly, cabins and tents may be regarded as ordinary hazards, although the combustible nature of most camp construction hardly permits that classification.

In places of assembly, it is recommended there be an extinguisher within 25 feet of travel distance from any point. If there are cabins located at some distance from each other, an extinguishing unit should be provided for each. When tents or cabins adjoin, it may be possible to set up a battery of them so they may be carried to any point where fire occurs.

To be certain of obtaining extinguishers that will meet the necessary standard of performance, those approved by the Underwriters' Laboratories should be provided. They may be identified by the seal of approval on them.

A half-dozen refills for each type of extinguisher should be available, and a greater number should be carried if the camp is remote from sources of supply. Only refills supplied by extinguisher manufacturers should be used.

The organization of a camp fire-brigade is important. Senior campers or leaders may be selected and trained to handle the extinguishers. Each man should have a definite task to perform in event of fire, some to use the extinguishers and others to bring up reserve equipment. A fire-alarm system, however rudimentary, should be established. Members of the brigade should be taught to direct the stream at the base of the flames nearest the operator and as the fire is put out the operator should advance, sweeping the fire before him. In putting out fires in containers of flammable liquids the stream should be directed against the side of the container so the burning liquid will not be splashed and so the extinguishing agent will spread over the top of the fire. Brigade members also should be instructed in recharging and inspecting the extinguishers. Directions for recharging are contained in each recharging kit and they should be followed to the letter to obtain the maximum efficiency of the equipment.

At the start of each camping season the chemical-solution extinguishers should be recharged and the vaporizing liquid units inspected. The latter can be inspected by using the pump for at least one complete in-and-out stroke. If the liquid is pumped into a clean container, it may be poured back into the extinguisher with enough additional liquid to fill it. During the season extinguishers should be inspected regularly to make certain they have not been tampered with and that the orifice of the nozzle has not been plugged up.

Another important consideration is the control of forest fires. A destructive forest or brush fire may destroy the camp site and structures. There should be careful planning to prevent such fires from being started by cooking or camp fires and there should be at hand tools to fight such fires if they occur. Shovels, rakes, mattocks and brush hooks, fag-got brooms, burlap sacking, all are useful in fighting forest fires. The type of extinguisher pump, carried on the back, will be very useful.

The camp fire brigade should be instructed in the technique of fighting forest fires. They should know how these fires spread and how to make back-fires. All this requires special knowledge. Fire wardens or the conservation services of the states involved can be profitably consulted on these points.

Wild-Life Management for Camps

By

WILLIAM GOULD VINAL

Nature Guide School

Massachusetts State College

NATURAL LAWS.—Until three centuries ago America was governed by natural laws. There was the law of over-production by which the oyster laid a million eggs to make certain the species. It is estimated that one forest tree out of 10,000 reached maturity. There was the law of struggle for existence and the survival of the fittest which originated long before decisions were made by tooth and claw. The American bison maintained himself on that law. There were periods of depression and of abundance. If the white owl and fox became abundant the rabbits became scarce. Through the operation of this law some forms of life like the sabre-toothed tiger and the mastodon became extinct. The laws remain; the result of the laws is a constant change.

The Law of Diminishing Returns.—Then came man possessed with one idea of removing the forest cover to grow grain. The forests, the top soil, the waters, the wild animals, and the abundance thereof became a thing of the past. Drought, parasites, and pestilence came. The canker worm and gypsy moth, tularemia and botulism added to the devastation. There was no longer abundance. The days of plenty—the days of wild blue berries, wild strawberries, wild ducks, and wild oysters came to an end. The days of “Christmas greening” and “free shooting” were over. The balance of nature had been upset. Reorganization was a vital necessity.

The Case of the Bob-White Quail.—Statistics show that a mother quail averages fourteen eggs to the nest. Theoretically this makes a quail population of sixteen. If the environment offers water, gravel, dust baths, as well as such things as favorable cover, food, and shade, all may be well. However, predators demand a few, a severe winter may exterminate a covey with crusted snow, or a hunter with a shot-gun may kill one-fourth of the covey at one shot. The farmer who practices “clean farming,” i.e., allows no shrubs or wild plants along the fence row, makes it impossible for quail. In parts of southern Ohio this type of agriculture has ex-

terminated his cheery call. Whether we have quail in the future or not depends on planning and not on mere happenstance. Camp directors can do a great deal—not only to alleviate the situation but to set a standard of a game preserve for the neighborhood.

Wood County, Ohio, has become a cooperative game farm where hunters pay \$2.00 to \$3.00 for a hunting privilege. The land owners obtain revenue and protection. The hunter obtains sport. If the hunters break any law—civil or “moral” such as leaving fences down—they are blacklisted. If they try to become mighty cavemen and bag all the quail—there is no name-calling such as “game hog,” but rather, they are off the legal list. The dividends furnish ample cash for patrols. This may be a suggestion for the “camp areas” which are abandoned during winter months.

Wild Ducks are on the Wane.—Did you ever see a child on the seabeach making a sand-house? As the tide came up he retreated up the beach making successive sand models. In the protection of wild ducks we have been like a child on the seashore. There have been innumerable restrictive controls: we have prevented oil pollution, diminished the hunting days, passed Sunday laws and sunrise-sunset rules, stopped chasing with motorboats, made the bag limit ten, recommended the stagger system, stopped the use of live decoys, and made the sale of wild ducks in the market illegal. Added to this is the destruction by duck disease (botulism) and lead poisoning. Wood duck, canvas back, redhead, ruddy and bufflehead ducks have been added to the list of permanent protection. Unfortunately many of the hunters do not know a wood duck from a green mallard. Policing does not solve the problem. The carnage goes on. Whether there are wild ducks in the future depends on re-

search, education, and sanctuary. There is no other alternative. It may be too late but doing-nothing-ness will not save the ducks. All camps have lakes, rivers, or bodies of water that may be set aside as wild-life safety zones. The story of how Jack Miner started a water-fowl refuge in 1907 at Kingsville, Ontario, might well be the goal of a camp. The eider chick is protected in Iceland and has become so confident in man that it nests on the housetops. The attraction of wild ducks to many city parks is another example of what one may expect. Most ducks are Canadians by birth and Yankees by residence. If the black mallards can be attracted by throwing a little grain on the water or if the old squaw will give a demonstration in diving for food, or if you could see the wood duck carrying its young from tree to water, you would have a never forgotten experience. If we catch a glimpse of the blue goose when it stops on its trek from Hudson Bay to the mouth of the Mississippi, or the canvasback as it calls on its flight from Saskatchewan to the South Atlantic Coast, or the Ross snow-goose which breeds in the arctic and winters in California, then we will have something to brag about besides the bag-limit.

Hawks and Owls Have Been Before a Grand Jury.—Perhaps the hawks and owls, more than any other wild life, show that "a little knowledge is a dangerous thing." Until recently every hawk was a "hen hawk." However, this was based on circumstantial evidence and not on facts. The Baldwin Research Laboratories of Cleveland found that poultry and game constitute less than five per cent of the food of hawks and owls. There may be an individual "outlaw" and he should be dealt with but only by the advice of a game warden. The "soarers" (or broad wings and tails) feed on rodents. The "darters" (Cooper's and sharp-shinned hawks) are destructive. Owl pellets show that these birds prefer injurious rodents. At the present time these predators have none or only limited protection in twenty-five states. Pennsylvania still has a bounty on the Goshawk. Maryland and Virginia have even removed protection from our national bird, the bald eagle, which neither steals human babies nor lambs (except in story books). Many people still insist on pole traps, although the jaws of steel close on the just as well as the unjust. Hawk Mountain is a recent effort to protect our best

rat-traps. Camps should be militantly active in the protection of the remnants of these interesting birds. Even if all camps start an educational campaign this summer, "hawk and owl" mistakes will continue because tradition is a difficult thing to live down. Dr. John B. May's new book "The Hawks of North America" will add to the enjoyment of this study. The moral of this tale is evident: get all the facts of the case before you black list a hawk or check off a crow, or kingfisher or blacksnake as "vermin." You may decide that the ospreys eat game fish—scientific evidence is that they do not. You may learn that a "crow shoot" is for the purpose of "vermin control." Suppose it is sponsored directly or indirectly by an ammunition company? In England the starling is a song bird. Some one has stated that it destroys the elm-bark beetle. What are the facts of the case? The *Cornell Rural School Leaflet* for November, 1937, is entitled "Are they vermin?" This should be in every camp library.

Shall the Muskrat Go The Way of the Beaver? If your camp grounds were not overfarmed, a beaver meadow probably remains but not the beaver. The first settlers thought beaver would last forever. They thought the beaver stable enough to use for currency. Merchandise was worth so many beaver skins. It did not take long for the beaver to go the way of the wild turkey and the upland plover. The same kind of exploitation by the few can send the muskrat on his way. All of these animals can be brought back. If we do not provide for them it is inevitable that they will follow the passenger pigeon and great owls and that means "gone with the wind"—never to be seen alive again. If you should also be sentimental enough to want to save the whistling swan and the American egret, you must afford them refuge. Provide abundantly for the muskrat and you may reap such riches as the upland plover, wild swans and egrets.

Wild-Life Inventory.—For several years it has been customary to take a Christmas Bird Census. Why not go one step farther and make a wild-life inventory. It has the added attraction of being good adventure. Animal tracks are extremely interesting. In some of our national areas there are checking stations where rangers make note of the number of each spe-

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Summer Skiing

On Pine Needles

By

Beatrice Berthold

Directors Camp Kamaji



"SKIING at camp? — in the summer?"
 "Haven't you got your seasons mixed?"
 "What are you going to do, butter the grass?"

Such were the questions hurled at us as our campers disembarked from the train in June, hauling with them their skis and poles as we had requested, along with tennis rackets, archery tackle and the other customary items for a summer camping. But these same girls were soon to know the thrill of standing on the scaffold built to prolong the hill and running down over slippery pine needles with the speed of the wind!

Last winter with the advent of so many indoor ski slides for instruction and practice, the possibility of skiing at camp occurred to us. Upon investigation we found that the borax slide was impossible—the cost of construction was too great and, moreover, it would be an impossibility to keep the borax dry in the lake atmosphere. We then turned to the pine-needle slide and, although some experts were doubtful as to whether it would provide enough thrill to beginners, we finally decided it would be a practical idea for us. This form of skiing is practiced by the members of some of the ski clubs in New Hampshire in order to keep in condition during the summer.

Our next and biggest problem was to find someone capable of taking charge of this activity in camp. We were unusually fortunate to contact the perfect person—a girl who had grown up on skis in Germany, had skied all over Europe, and on the Eastern and Western mountains of this country. It will be rather hazardous to inaugurate

summer skiing without a properly trained person to take charge of it.

When looking over the camp grounds for a good ski slide we tried out both a gradual and a steep hill and decided upon a steep but rather sharp incline. We grubbed out all stumps and small roots to make it about twenty-five feet wide, and ran a board the length of the slide along each side, six inches high, to keep the needles from getting scattered completely off the course. Our camp happens to be located on hilly ground and in a fine stand of Norway, white pine, spruce and balsam, so our pine needles cost us only our time in putting them together. A continuous week of cloudy, rainy weather rots the needles and fresh ones must be brought in and the hill worked over before resuming activity. The bed of needles should be kept at about three or four inches thick. It is necessary to keep raking the needles back on the course from time to time.

After the first week or so of practice, the campers wanted more slope and so we built a twelve-foot scaffold, continuing the slope from the top of the hill up to the top of the platform, and covered this with balsam boughs as you would make a balsam bed. This gave a better "schuss" and provided a bit more thrill for the advanced skiers.

On this hill the campers became acquainted with all aspects of the "winged boards," learned the long, tired, rhythmic motion of walking, enjoyed the excitement of the "schuss," learned to stop with the "snow plow," "stem term," and "stem Christiania," as well as to climb the hill with



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A FEW CAMP

ON

AXES CANOES

BY

HARRY JORD



ON AXES

THERE are three weights of axes used in camping—the full-sized or four-pound axe; the half-axe of one-and-a-half or two pounds, both of which are used with a 28" or 30" handle—and are called two-handed axes; and the hatchet or belt-axe.

Not many campers would use a four-pound axe; the two- or two-and-a-half-pound size is as heavy as necessary; for boys and girls, the best axe to start with is the one-handed with a short handle.

All axes for camping should be carried in a case, and should be kept sharp. Use a flat file to sharpen, and a carborundum stone to finish them. Unless an axe is sharp enough to shave with, it is a practically useless tool.

Axes should never be stuck in a log or block and left, in spite of all the theories to the effect

that they are safe. The reason for this is that the axe "sweats" and the wood sticks to it. As a result it will not cut until ground or filed again. Anyone attempting to use an axe after having been left in wood in this way, realizes the truth of this statement that the axe "sweats".

At night my axe lies flat beside me, under blankets or boughs; if it lies flat and has a case on it no one can get cut. Because this tool is one of the most important of camping

CAMPING HINTS

ON LOGS AND FIRES

BY
RY JORDAN



equipment, it should receive good care.

When cutting small firewood, the sticks should be laid across a block or log or stump—if not, the axe goes through the stick either into the ground and dulls it, or into the foot. Small sticks especially should be cut in this way since their spring will cause the axe to bounce.

When cutting small sticks, place the axe on the stick and bring them down together on the

log or block. This is the method used for splitting kindling.

Larger sticks can be split by placing the cutting edge of axe on the center of stick, and hitting back of axe with another stick, driving it in as a wedge; but never use another axe or hammer to pound the back of an axe in this way.

ON CANOES

Canoes are of several makes, weights, lengths and descriptions. Probably the most popular is the canvas canoe. Those most commonly used in New England are 16 feet long, 32 inches wide, and 8 to 10 inches deep amidships. The weight is 35 to 60 pounds. The 18-foot canoe is the guide model. It is about 34 inches wide, 12 inches deep, and weighs 70

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A Project In Astronomy

By

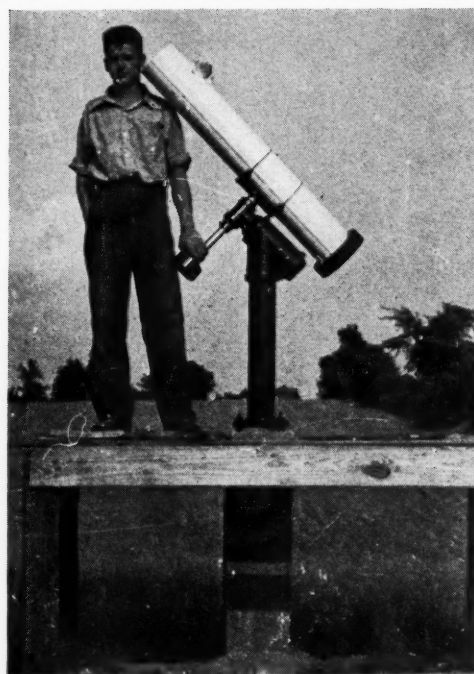
Viggo Bovbjerg

National College of Education

SOME years ago I was approached by some parents of children attending our school regarding camp situations. I advised to the best of my ability. A few, however, did not accept this advice and criticized the formal programs of camps their children had formerly attended. Knowing that I had spent every summer since the birth of our oldest child with my family on a farm, some of these parents asked me to take their boys with me for a few weeks. This was the beginning of a new and interesting experience. We started with the idea of living together without a set program; of living intensely in a rural situation where neighbors were amiable, cooperative and helpful.

The experience was evidently desirable as far as the boys were concerned, for the following year an increased number requested admission; last year we reached our capacity of thirty.

Children have an intense interest in nature and a scientific attitude toward it, as was demonstrated during the first year while they moved about freely in woodlands and streams, where nature was revealed untouched since lumber was cut sixty years ago. With guidance a number of interests were developed and provisions made for the learning of truths as far as we knew them. Today we have become a camp of scientific investigation. A well-equipped laboratory makes it



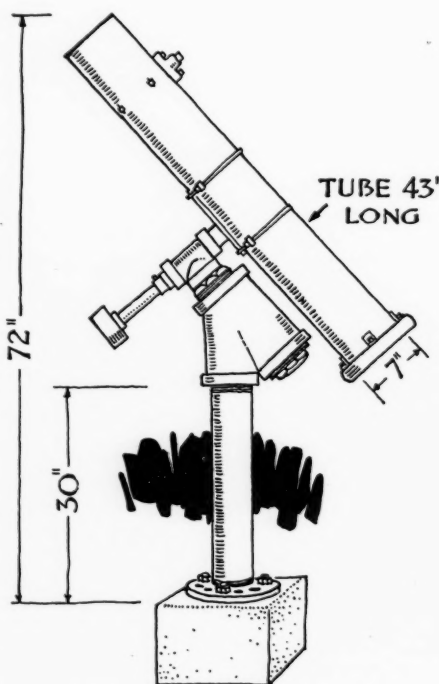
possible for the boys to see with their own eyes biological structure; illusions are dispelled, and a true understanding is developed.

Without competition or comparison, the boys grew from day to day in a cooperative way, despite the fact that they ranged in age from seven to fourteen.

During the winter of 1937 two of our counselors, one my own son, conceived the idea of

making a telescope. Through the winter the plans for a fine six-inch telescope materialized. By the end of the first month of camp it was duly mounted on a near-by hill. It was ceremoniously dedicated one evening at ten o'clock, when Jupiter and Mars were neighbors in a sky where all the stars seemed to hang closer to the earth than ever before. I shall never forget the sight of this group of thirty jubilant boys, and I was particularly thrilled when the youngest of the group stepped off the stand, putting his hand in mine, and said "Isn't Jupiter beautiful?" All of them clambered around the two amateur astronomers, wanting to get

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Water Skiing



MEET the newest arrival in the field of American aquatics—*water-skiing*—a husky youngster already, and one that bids to exceed the proportions of aquaplaning!

A result of the mating of skiing and aquaplaning, this glamorous hybrid substitutes for the single board used in aquaplaning, two narrower and longer boards shaped like snow skis but about twice as wide and a foot or so larger. In the middle of each ski is a canvas pocket into which the foot is inserted to render control over the boards, acting in much the same way as the harness or binding on a snow ski.

Towed by means of a sixty-foot rope behind a power boat capable of developing *at least 18 miles per hour*, the skis are manipulated in two ways: The tow-rope may be attached directly to the skis, thus virtually producing a two-piece aquaplane and limiting the activity merely to being pulled around the lake. Thus far the sport has no advantage over aquaplaning, but try holding the rope in your hands instead, thus taking the pull through your body to the skis; now lean to one side and see what happens—you will find yourself cutting a huge arc across the water and may wind up ahead of the motorboat!

Let us take an imaginary ride behind a power boat capable of traveling at 30 miles per hour. First, you lay the skis on the beach or low dock and insert your feet in the pockets. Taking the two ropes in your hands, you signal to the driver and as the rope becomes taut, you move hurriedly away at about 15 miles per hour. At this speed

the skis are hard to handle, being practically submerged, but as the boat picks up speed the pressure tends to force the skis to the surface and then you are riding on top of the water at thirty miles per hour. Thus far everything is quite simple. Gradually you tire of traveling in a straight line so you signal the driver to turn and as he does so you lean outward on the skis. This action causes the skit to cut the water and before you know it you have cut an arc and are traveling even with the tow boat, 60 feet to the outside. When making this arc you are traveling much faster than the boat. Now the boat straightens out but by keeping the skis weighted on the outside you continue to stay with it. Possibly you would like to try the other side, so while the boat is still running straight ahead of you, level up your skis, drop back a bit, and then turn and cut across the swells of the tow boat to the other side. After becoming familiar with the riding it is possible to take jumps when cutting over waves.

When the rider decides that he wants to stop, the boat heads toward shore and when

within 20 or 30 feet off the dock it turns outward again but the rider throws away the tow line and gradually coasts in to the dock. It is quite possible to take a ride on these skis without being submerged in the water at all.

Dangerous? No more so than aquaplaning!



Inconvenience = Or Adventure

By

J. W. MOELK

"THE low, dark clouds with their promise of rain had finally made good their threat with a vengeance. The intrepid young paddlers, rain trickling down the back of their necks and seeping under their ponchos, were paddling with that even rhythmic stroke that chopped good chunks from the quarter-mile of open water separating them from the grove of Norways which meant rest and shelter. The miles of paddling that day were telling. Leg muscles were cramped; arms were heavy and a little numb; the usual noisy chatter had ceased. . ."

You have read accounts like this before. Such a tale might have been taken from any one of hundreds of adventure stories. The boys who will be campers next summer are reading those vivid accounts of pioneer adventuring right now. They are dreaming of next summer's trips and picturing themselves carrying over the portage, paddling strong and stoically, overcoming difficulties, and meeting the minor emergencies that spell adventure.

It is this search for adventure that will send so many hundreds of boys out over the little-used trails through our forests, lakes and mountains. Eager young romanticists, all of them; ready to sweat and endure and work in their quest. But how will they recognize adventure when it comes to them? Will it come cloaked in the splendid garb of a mountain peak to be conquered; or tricky "white water" to be negotiated? Or will it come disguised in a wreath of fog-spirit lifting off the quiet lake at dawn? Certainly this adventure will not appear, labeled, like a turn in the road. Consequently it may be easily mistaken, or passed by entirely.

The longer one listens to the stories of the "trippers" returning to camp, the more firmly one is convinced that *an adventure starts first as an attitude of mind*. Getting caught on the middle of a lake in a sudden rain squall can mean an utter soaking and a night of grumbling wretchedness if the spirit, too, is dampened.

But keep that spirit sparkling and then the whole incident becomes a glorious chance to pit muscle and skill against nature.

Adventure! Someone has said: "An inconvenience is an adventure wrongly considered. An adventure is an inconvenience rightly considered." Therein lies the whole fundamental philosophy of the successful canoe trip. It is so important that it should be pounded in with every push of the paddle, branded on every burned biscuit, and hummed with every hovering mosquito. It is so important that an appreciation and an active practice of this philosophy should be one of the chief requisites of the counselors in charge of the trips leaving camp.

On one of the canoe trips into the Quetico Forest, a good many portages around "white water" had to be made. The paddling was all up river and tough, especially near the foot of the portages. One or two of the lads, tiring, began to complain, and one boy burst out with, "Why don't these darn lifts begin farther down the river instead of waiting 'till we have to paddle practically into the falls?" Grasping the opportunity, the leader recounted the early history of the origin and use of the portages and that, no matter how difficult, paddling the heavy loads was much preferred by the Indians and the voyageurs to lifting them over the rocky trails. From then on every tough bit of paddling became a challenge—a challenge made by those early pioneers.

Upon the shoulders of the counselor rests the responsibility of setting the stage for adventure. However, if he is to make his philosophy a working reality he must have at his disposal good trip equipment (leaky tents, ripped pack-sacks, or bad food are obstacles to any trip), and he himself must be equipped with the proper skills and the best possible physical qualifications. He must have a good sound knowledge of campcraft and trip-lore that will make the hundreds of little jobs around camp so interesting and easy. He must have a knowledge of the history and lore of the territory through which he will be going. And lastly, he must have a mature, even temper and a deep-rooted and genuine love for the life of a "tripper" and all its co-called hardships.

Adventure is *inconvenience*—rightly considered. And it usually lurks in the unexpected, the unplanned-for. The right consideration will depend upon the leader's ability to "set the stage" in his own mind and in the minds of his fellow campers.



A MORTARLESS CHIMNEY NEEDS INTERNAL BRACING

"We'll Build Us A House"

BY

SCOTT DEAROLF

BUILDING a shack out of "waste" materials is a lot of fun. Unto this may be added pioneer resourcefulness, hand-in-hand cooperation, the full meaning of conservation of natural beauty and resources, and cubes of muscle if you're looking *down* on campers. Kneel to the camper eye—and the building of a shack out of "waste" materials is a lot of fun!

Directions: Find an old apple orchard whose trees always wanted to get over the stone wall and eat the cones under the pines. Remove the wall and let the starved eat. You now have all you need to start your shack: stones for the walls and the blessing of the gods of your site—it "is all pine and apple-orchard" and the "medicine" is made.

To save the expense of mortar to hold the stones, make an excavation three feet deep of the size and shape of the proposed room (all shacks have but one room), line the inside with stones—weathered and lichen-ed surface showing—and slant them so that they will stick without holding. Take care to break joints (bonding). The excavated earth goes along the surface edge of the dugout to support the stone walls above the ground level.



THE EXCAVATED EARTH SUPPORTS THE WALLS ABOVE THE GROUND LEVEL

Extend the walls three feet above the surface, buy your neighbor's unsightly shed to board a low-pitch roof, cover with cheap roll-roofing, level the earth floor, dig a few drain ditches, and have a housewarming. When lighting the first fire, don't forget the pinch of hair from the camp cur's tail as the blue smoke rises (it is to be hoped) up your chimney.

But yes!—it's a camper enterprise! And take their parents to see it—this latest addition to your \$100,000 boy-building plan. They'll probably be delighted.

Menus For A Three-day Trip

By

Barbara Ellen Joy
Director, The Joy Camps

FIRST DAY

Breakfast:

Oranges
Scrambled eggs with bacon
Toast and jam
Coffee and cocoa

Lunch:

Hard-boiled eggs (done at breakfast)
Whole-wheat bread and peach butter
Fresh tomatoes
Fresh fruit
Raisin cookies
Milk

Dinner:

Chicken bouillon (cubes)
Frizzled beef with potatoes boiled in jackets
Cabbage and raisin salad
Fudge sandwiches on graham crackers.
Tea

SECOND DAY

Breakfast:

Canned grapefruit
Buckwheat pancakes with syrup
Bacon (3 strips each)
Coffee and cocoa

Lunch:

Corned beef sandwiches on rye bread
Ketchup
Fruit salad (canned and fresh fruit)
Graham Crackers
Hershey bar
Milk and tea

Dinner:

Baked ham and sweet potatoes in reflector oven
Canned cranberry jelly
Canned tomatoes
Rye crisp
Canned mixed or plain fruit with raisin cookies
Tea and milk

THIRD DAY

Breakfast:

Hot apricots and prunes
Hot bran muffins with honey
Bacon (4 strips each)
Coffee and cocoa

Lunch:

Komac stew
Johnny cake with honey butter
Cabbage, apple and raw carrot salad
Chocolate marshmallow float
Milk and tea

Dinner:

Ox-tail soup (powdered)
Oyster crackers
Mixed vegetable (canned) salad with fresh cabbage
Fresh raspberry shortcake
Tea

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Crafts

(Continued from Page 10)

fixing up a guest cabin, preparing for a pageant or beautifying camp property, and more crafts growing out of the girl's desire to have, perhaps, a tooled belt or arm guard for archery, a copper candle holder for her desk at home, an attractive portfolio to hold her nature prints.

An interesting fact came out of a meeting of camp directors gathered to discuss handcraft in camp—a painfully true fact about the cut-to-order and packaged crafts offered by craft supply houses—the fact that it is our own fault if we allow ourselves to be deluged with this particular cut-and-dried type of craft teaching. The craft supply people are willing and eager to give camps what they want. Many camp directors and counselors have been willing to take this easy path to handcraft teaching. Directors have been willing to pay generously both in time and money when planning for other phases of camp program, such as swimming and sports, but arts and crafts—well, they were the extra frills on the program and the place to economize. The packaged crafts offered an easy way of running off a handcraft program, so the demand for this type of thing grew and grew.

We grant that a certain amount of prepared craft material is practically a necessity in the case of large classes where time is limited, but we know that to hand projects to our campers all cut out, designed, stamped, and labeled as to every step is to defeat the very purpose we would accomplish, that of encouraging imagination, ingenuity, and truly creative skill.

Such creative effort is shown in this brief note from Camp Tandoona, Minneapolis:

"The objectives of the handcraft department for the summer were to interest girls in handcraft purely for the sake of creating; to get away from the stereotyped form of teaching, making it an activity to be pursued at any time rather than only during a definite class period; to awaken in the girls an interest in creative drawing. I feel some progress was made toward the goals we set. One hundred-and-fifty girls made some article in the craft house. Only one girl took handicraft for the sole purpose of receiving an honor. The craft house was open in the mornings for two hours with instructions, and any girls who were not going swimming could stay and work during that time. In the afternoons it was usually too hot to work inside, so we organized an outdoor sketching class. How-

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G. B. AFFLECK, Director

ever, anyone who so desired could work indoors. The sketching class was open to anyone interested, regardless of whether or not she thought she had talent. Out of it grew the Art Club, which had charge of some of our most interesting programs. One of the favorite activities of the group was sketching to music, drawing whatever the music called to mind, abstract or otherwise. Some rather fine drawings came out of this."

And from Reading, Pa., comes this report:

"The greatest thrill in life comes from creating, be the creation a simple pottery bowl or a masterpiece in painting. At camp a great many girls experienced this thrill for the first time. To make something from materials which they have never handled before opens the door to new worlds. For instance, the experience of first playing with clay, then working over it until it is something expressive of one's inner feeling, gives that which is needed in every normal child's development, and there is not a better place to acquire it than at camp."

We often wonder if camp directors who try so hard to have the girls make and take some little craft gadget home to show her parents don't sometimes have a guilty feeling that it's just an empty gesture unless the little gadget represents the creative effort of the girl rather than the commercial efforts of a manufacturer.

Seen and Heard

Camp Counselors' Training Center Established at Springfield College.

With the endorsement of the American Camping Association and in cooperation with the New England Section, Springfield College has instituted a Camp Counselors' Training Center which offers a comprehensive credit course in camp counselor leadership. The course will be coeducational and is organized as a section of the Summer School but administered as a separate unit dealing specially with camping.

The plan is that the students will spend the month of July in the training course at the College and then will be assigned to certain New England camps for a month of practical camp experience without cost during August.

The course will include the philosophy, objectives, methods, programs, and skills of camping, and provides instruction in counseling, nature study, aquatics, woodcraft, games, story telling, first aid, council fires, cooking, and so forth. Opportunity will be offered to take regular summer-school courses in related fields. The Springfield College Day Camp with 100 boys and girls will be used as a demonstration area.

The Center will be under the supervision of Professor G. B. Affleck. Roland Cobb, President of the New England Section, has been instrumental in instituting this project and many New England Camp Directors are cooperating as a means of training leaderships for their camps, and as a place to refer their older campers not yet equipped for leadership positions.

Information may be obtained from Springfield College, Springfield, Massachusetts.

New Government Camping Book to be Ready June 20th

Of outstanding interest to all camp directors is the forthcoming book by the National Park Service on camp buildings, structures and layouts, entitled *Park and Recreational Structures*, which will be available for distribution on June 20th. While the full contents of this three-volume work selling for \$2.25 complete, has not been seen, enough of it has been scanned to indicate its unusual value to all camp executives and all campcraft counselors—it will beyond question be the most complete, comprehensive, and up-to-date treatment through photographs, diagrams, and text, that has ever been produced on camp buildings, layouts, trails, gateways, sign posts, outdoor benches and tables, camp-

fire and cooking places, lean-tos etc., etc. The books are in paper cover, Volume I dealing with "Administrative and Basic Service Facilities", Volume II with "Recreational and Culture Facilities", and Volume III with "Overnight and Organized Camping Facilities". The three volumes are sold as a unit, separate volumes not being available.

The book may be purchased by sending \$2.25 with the order to the Superintendent of Documents, Government Printing Office, Washington, and shipment will be made in time for use during the coming camp season.

Indiana University Offers Counselor Training.

The Department of Physical Education for Women of Indiana University is offering a two hour course in Camp Counselor Training this semester. Of the forty-five students enrolled in the course over seventy-five percent will go into camp locations this summer for three to ten weeks of practical experience. Fourteen students will go to Camp Eberhart, Three Rivers, Michigan where they will assume the roles of regular staff members in a situation involving one hundred campers each week. The camping unit of the University is cooperating with the South Bend Y.W.C.A. to make this project of mutual benefit to both groups.

Correction for "Meteor Counting is Fun" in May Issue.

A paragraph was accidentally omitted in setting up Lou Williams' excellent article "Meteor Counting is Fun" in the May issue. *The Camping Magazine* regrets exceedingly that this omission occurred.

The material in question is as follows and should be inserted between the bottom of page 32 and the top of page 33:

"When it is ten minutes before their turn at counting is over, a staff member goes to wake up the second row, takes them over to cocoa, and brings them to the observers' circle, where they take over the blankets and duties of the first group, who are taken back to their blanket rolls—to lie and look for a while at the starry . . ."

Southern Counselors' Training Institute Opens June 15

A topic of considerable interest at the recent annual conference of the Southern Section was the Southern Counselors' Training Institute conducted at Camp Sequoyah near Asheville, N. C. The members of the Southern Section who are sponsoring

this Institute were highly pleased with the success of the first session of the Institute conducted June 1937, and with the bright prospects for the future of this Counselor Training Agency. Forty counselors from fourteen states and Canada attended the first Institute. Twice that number are expected this year. Directors of Southern Camps are urging, and in some instances requiring, their counselors to attend this Institute.

A new feature of the Institute program this year will be a course in equitation for riding counselors under the direction of Mrs. A. S. Wheeler of Rockbrook Camp and Orlando, Fla., and Mr. Corbett Alexander of Camp Sequoyah and Pinehurst, N. C. This course will offer two weeks of thorough and comprehensive instruction in equitation arranged to meet the needs of both experienced and inexperienced riding counselors.

Other courses offered are: Personal Counseling and Guidance—Dr. Ernest Osborne; Principles and Methods of Group Leadership—Dr. Osborne; Camp Administration—Dr. A. P. Kephart and C. Walton Johnson; Folk Dancing—Miss Grace Ryan; Arts and Crafts—Miss Genevieve Lawler and Miss Ruth Lionberger; Nature Lore—E. M. Hoffman, and E. Jay Howenstine; Woodcraft, Campcraft, and Hiking—E. M. Hoffman, Scott Dearolf, and Henry Woodman; Camp Music—E. M. Hoffman and Miss Helen Misenheimer; Social and Recreational Leadership—Dr. Bernard S. Mason; Indian Lore, Campfires and Evening Programs, Dr. Mason and Jim C. Stone.

The cost of the Institute including board, room and tuition is \$40.00. The course in equitation adds \$10.00 to the cost for riding counselors.

The dates for the Institute are June 14–28.

Further information concerning the Institute may be secured from C. Walton Johnson, Weaver-ville, N. C.

Camping Hints

(Continued from Page 17)

to 80 pounds. A twenty-foot canoe has similar proportions, and is 40 inches wide, 13 to 14 inches deep, and weighs 100 pounds or more.

Canoes, whether canvas, birch-bark or wood, are very light in comparison to boats, and will not stand much abuse or pounding. Many canoes are spoiled by being left on the shore in exposed places where the wind can reach them, without being tied down. As they are usually left upside down, the wind gets under them, and throws them into the air. Landing across a log or rock, they are frequently broken in half, or the ribs or planking broken. On long canoe trips, care should be taken to see that the craft are tied down properly, when left for any length of time.

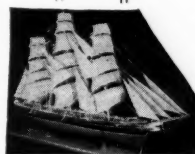
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If paddles are carelessly left lying flat on the ground and exposed to the sun, they are apt to warp out of shape. If no other place is available, put them under the canoe out of the sun. If a paddle rack is handy, stand them up with the blades down.

Never push against a rock with the handle of a paddle, but rather use the blade: this prevents roughing up the handle, and thus prevents a blistered hand.

ON FIRES

Never build fires in dry grass or dry brush, or against a dry tree or old stump. Sand bars or rocky beaches are the proper places for a fire.

Never dry shoes beside an open fire. Subjecting wet shoes to sudden heat burns them, because the water they have soaked up becomes heated. Place them some distance from the direct heat and dry slowly.

People in the woods should keep away from wire in a thunderstorm. If lightning strikes near a fence, it will follow the wire a great distance. Also avoid tall trees during a shower, or trees standing alone in a field or pasture.

Informal Game Equipment for Camps

By

AXLE QUOITS

PROCURE a pair of old axle housings preferably from a Ford and cut the tube off so that when setting on their flat ends they are 18 to 20 inches high. The grease and dirt can be easily cleaned from them by sticking a long poker through them and holding in the furnace for a few minutes; the scale resulting may be easily removed by a few sharp taps of a hammer. Make four rubber quoits as follows: Take a thirty-inch length of old garden hose, whittle a small wooden plug that will fit snugly into one end, draw the other end around, and fasten by tacking through the rubber into the wood. Tape the joint and the ring is ready.

2. Set the housings some distance apart and attempt to toss the rings over them. Only ringers count and topping the opponent's ringer cancels both. Singles and doubles may be played as in horseshoe pitching. Five points makes a good game. A distance of 18 feet is suggested for adults which may be shortened to 6 or 8 feet for small children. If the stakes are kept close enough together so that frequent ringers are made, this proves to be a very acceptable game.

BOX HOCKEY

1. Using ordinary two-inch pine wood, construct a sturdy box six feet long and three feet wide with sides about ten inches high. Prepare two partitions which will fit into the box, and cut in the bottom of each a little doorway six inches square. Anchor these partitions firmly at each end of the box about six inches from the end wall. Prepare a third partition and cut two doorways in it of the same size as those in the end partitions. Anchor this partition in the middle of the box. Several old broomsticks will serve as hockey sticks, and cross-sections of an old baseball bat will provide the pucks.

2. Place the puck on the top of the middle partition. The opponents stand one on each side of the box and face off with their sticks as in regular hockey, tapping the bottom of the box and their opponent's stick three times in succession; after grounding the stick the third time the battle is on and the sky is the

Harry D. Edgren

Assistant Professor of Physical Education
George Williams College

limit. Each person tries to hit the puck through the gate in the end partition to his left. Should the puck fly out of the box it is put in play by dropping it into whatever section of the box it was when it was caused to go out. No face-off is used here.

RING TENNIS

1. Make a quoit or ring 6 or 8 inches in diameter, using garden hose following the instructions given for axle quoits, or make it from heavy rope. Stretch a clothesline about five feet from the floor and if possible mark out on the floor a court on each side of the rope, according to what space is available. If this is deemed unwise, disregard boundaries and just play for errors.

2. The game is played by tossing the quoit back and forth across the rope. Each player must catch the quoit with one hand only without allowing it to touch either his body or the floor. He must return it immediately using a side-arm motion only. Score by errors committed.

TETHER BALL

1. Many ways have been used to set up the pole for this game but the following will be found both usable and convenient. Get a section of 1¼-inch pipe, 13 feet long. Get another section 36 inches long and just large enough to slip over the longer pipe. Drive the shorter piece into the ground so that it is flush with the surface and then insert the end of the longer pipe into it. The pole should extend up from the ground 10 feet. If it is desirable to dismantle the game temporarily, the longer pipe may be simply lifted out. Using an old tennis ball, cut very small slits on opposite sides of it, then run the end of the rope leading from the top of the pole through these slits by means of a screw-driver, and tie. A more

effective way of attaching the ball is to use a leather thong run through the slits as described, long enough to lead away from the ball for about 16 inches, the end of which is attached to the rope. The leather will not wear out as rapidly as the clothesline. This is a good use for old tennis balls. The cord from the ball to the top of the pole should be $7\frac{1}{2}$ feet long.

2. It is advisable to mark off the playing area into quadrants by means of two lines which intersect at the base of the pole and extend about 8 feet in each direction. Players take their positions in opposite quadrants and may not step beyond their boundary lines. Play may thus be carried vigorously without danger to either player. Such lines are rather important for safety sake, particularly if wooden paddles or tennis rackets are used. Paint a line around the pole 6 feet from the ground, above which the rope must be wound to score. Further zest may be added by scoring one point for the opponent each time the ball hits a player on any part of his body except the forearm or hand holding the racket. Five points should then be allowed for winding the rope around the pole above the line. Should the rope become wound around the racket or arm of a player his opponent is allowed a free swing at the ball when tossed.

Surf Boards

(Continued from Page 9)

They provide a fool-proof, healthy exercise and pastime.

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PUSH BALL

For
Summer
Camps

PUSHBALL, once popular on the campuses of larger colleges, has enjoyed a rebirth and now appears as a promising and fast-growing youngster in the summer camps, colleges, schools, and playgrounds. Why its demise a few years back, and its new spurt of life today?

The reason rests in the appearance at last of an efficient ball—light, strong, and inexpensive. The old pushball, six feet in diameter and made of leather enclosing a rubber bladder, was so expensive that only the largest universities could afford the several hundred dollars necessary to obtain one. Moreover, on the rare occasions when it was in working order, it proved heavy in weight and lacking in resiliency. Difficulties with the ball and the expense of replacing it caused the game to be discarded.

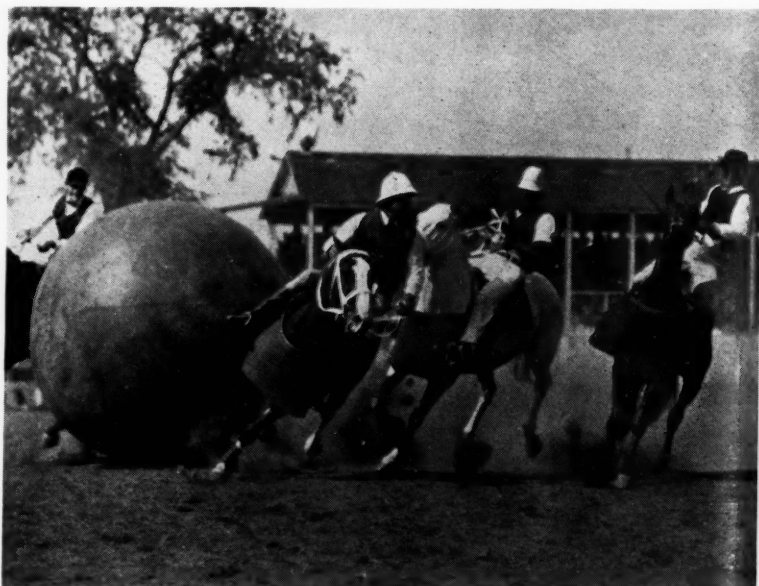
The pushball of today is bladderless, made of heavy rubberized fabric that serves at once the purpose of an airtight bladder and a puncture-proof cover. The old worries of finding the puncture in a six-foot bladder are eliminated completely. This huge ball when inflated weighs only fifty-five pounds and can be tossed into the air with ease by the average-sized boy. Being waterproof the ball can be used

in all kinds of weather and utilized in the lake for water sports.

The ball comes in a variety of sizes from four to eight feet in diameter, but the six-foot size has proven the most satisfactory.

Not only does this big ball open the way for interesting mass events for the boys on the campus, but it is much enjoyed when used as a riding game. The horses soon become accustomed to it and will push it along with zest and apparent enjoyment.

These balls are manufactured by the Goodyear Tire and Rubber Company.



Astronomy

(Continued from Page 18)

more information about other planets and stars.

It was an evening of tense moments. We broke the rule of "early to bed," which I am afraid we broke several times previously due to interest in the beauty of the skies. This evening we got to bed at twelve o'clock, but maybe several illusions were dispelled. All children want to learn. They are naturalists, being of nature themselves; instinctively they reach for information about living organisms and things visible to the eye. If the facts as far as we know them are presented according to the child's own intellectual level, he will grasp the truth and avoid illusions that must be dispelled later in life.

It seems to me that Walter Savage Landon is right when he says, "We are on earth to learn what can be learnt upon earth, and not to speculate on what can never be . . . Let men learn what benefits men; above all things to contract their wishes, to calm their passions, and, more especially, to dispel their fears. Now these are to be dispelled, not by collecting clouds, but by piercing them . . . Much of what we call sublime is only the residue of infancy, and the worst of it."

The eyes are instruments through which to see truth and beauty, they build precepts through experience. How many have ever walked into a sunset, seeing this infinite beauty disappearing like a dream turning to reality, enfolding one completely into the silence of the night, with only a whippoorwill or a hoot-owl's call? Where in our urban civilization can the child develop the potential qualities of the eyes? Does he ever see the stars, naming them and placing them where they actually are? Very seldom is this the case. We camp leaders have an obligation to our patrons, not to bring city civilization and competition out to camp, but to close the door to these strains on the child's nerves and open a new one wide without hesitation or limitations. Think of the spectacle, as we saw it last summer about August 1st, of an Aurora Borealis that practically covered the sky. The human eye can perceive this. Think of the moon as we saw it through our telescope, impressed on the child's consciousness through the instrument, the eye. Surely

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These boats can be inflated in a few moments and are non-sinkable—no amount of human weight that could be piled into them would sink them far enough to ship water. They are propelled with oars, have pointed raised bows, fabric oar-locks, and fabric seats. They are made in one, two, four, and seven-man capacities. The body of the boat is divided into two compartments, each independent of the other, and either of which is capable of supporting the occupants.

These boats were originally designed and built for the U.S. Navy, but have been enthusiastically received by campers, sportsmen, hunters, and fishermen, for use in country into which the portaging of a canoe would be a difficult problem. These boats are manufactured by the Goodyear Tire and Rubber Company.



the camp is the ideal situation for such experiences, not necessarily taught by a professional but by a counselor who understands the children; one who has been with them in many different situations, his personality and enthusiasm permeating his efforts to impart knowledge to the young minds. The moon, thus, is a reality. What an impression it is for the young mind to see the double stars, Alcor and Mizar of the Big Dipper, the Nebulae Andromedae or Orion. And anyone who has seen the Pleiades and other clusters through the telescope can't help feeling that this gives him a better understanding of the universe.

The experiences of last summer indicated to us that astronomy should be a part of the child's opportunity during the summer. We had five or six at a time go out for an evening of study. The rules were that they had to go to bed at 7:30 to get up at 9:30 to spend an hour studying the stars and discussing them, comparing star maps with the stars in the skies. So through four weeks each of the thirty boys had from two to five evenings of these opportunities in a natural situation for this type of interest.

Because of last year's experience, we are developing this phase of our camp. We have continually developed our equipment for the study of nature. It requires unusual counselors who have scientific training without being pedantic. We have found it most satisfactory and feel we cannot conduct camp otherwise. We think there is greater opportunity for growth along these lines of real knowledge. Thus camp may be a large element in contributing to the child's treasured source of information about things as they really are, and dispel their illusions about things as they dream them to be.

The actual cost of the materials for our telescope was about \$45.00. As reference for making the telescope we used *Amateur Telescope Making* by Albert G. Ingalls, Assistant Editor, *Scientific American*, 24 West 40th Street, New York. Any information may be had by writing directly to Mr. Ingalls. The aluminizing was done by Leroy M. E. Clausing, 5507 Lincoln Avenue, Chicago, Illinois. The eye piece was procured from Precis, 1001 East 163rd Street, New York; the crystal and other parts from Bausch & Lomb Optical Company, Rochester, New York; the carborundum powder from the Carborundum Company, Niagara Falls, New York.

Summer Skiing

(Continued from Page 15)

the "herring-bone," "backing," and "side-stepping."

After a summer's pursuit of this activity we are convinced that the campers will not regret the knowledge of techniques acquired on the dry course, for if one can do fairly well on pine needles, which are very slippery and do not provide much resistance, they will be sure to show up well on the snow course. Regardless of what type of conditions one is confronted with in snow skiing, the dry course provides a definite and outstandingly valuable contribution to the enjoyment of the winter-sports program.

Wild-life Management

(Continued from Page 14)

cies of game killed. Such a game census makes it possible to show the curve of abundance. Assemble the facts of the case. Over a period of years we could make parallel curves of drought, snow, and temperature from the weather reports. Perhaps we could get an idea of the number of hunters from the number of hunting licenses. Such a process of procedure and thinking is on a high order. When we actually know whether a species is increasing or decreasing and the probable causes, we are in a position to make recommendations.

Diversified Camp Grounds.—The cottontail must have his brier patch. If we leave a winter brush heap he appreciates the buds. The quail must also have a thorny cover such as osage orange, wild plum, prickly ash, or roses for emergency and grassy openings, or a grain field with standing grain for food. Tepees of cornstalks with unhusked corn or shocked sheafs of wheat, buckwheat, or millet are important quail foods. The pheasant thrives in grassland and marshes, but the rough grouse must have mixed hardwoods and evergreen for wind breaks are acceptable. The song birds pay their board by keeping down the insects but they are attracted by a good clean water supply and berry bearing shrubs. Dead trees permit squirrel dens, and homes for owls, chickadees, or raccoons. It is evident that the more diversified the cover the greater the number of species to enjoy. It is

also easy to see that a fire kills the foods, seedlings, and often the young. Diversified camp grounds and wild life go together. Camping at its best means close harmony with nature which makes possible the full flowering of those spiritual forces which the primitive made evident in our ancestors.

Ornamental Plantings.—When one sets out to encourage birds by such berry crops as raspberries, elderberries, fruits as cherries, and seeds such as the sunflowers for granivorous birds, it is well to know that barberries are host for wheat rust, red cedar for apple rust, gooseberries and currants for white pine blister rust, and buckthorn for oat rust. The wild cherry harbors the tent caterpillar which also attacks the fruit orchards.

Some Junior Activities in Wild Life Management.

Deer salting with least possible danger from enemies.

Quail census previous to hunting season and just after.

Planting a food patch for quail.

Muskrat management.

Bringing aspen logs to lake margin for beaver.

Skunk farming for profit.

Coon hunting—bring 'em back alive. They mate in early fall.

Leave hollow trees for dens.

Woodchuck census. Make good pets when started on a nursing bottle.

Blue-bird "lane" to town—houses built according to specifications.

Tree-swallow houses around a lake or open meadow.

Flicker Hotels—naturalistic styles—ready to rent.

Bird Sanctuary—filling stations—feeding shelters, etc.

Raising pheasants to liberate.

Improving a trout stream.

Building a fish way.

Map of the school forest, farm, camp, or neighborhood showing haunts of different wild animals.

Mouse-trap line—the kind that catches them alive—to start a small rodent menagerie—meadow mice, wood mice, shrews, moles, etc.

Shelters and winter feeding of upland game birds.

Plaster Paris Casts of animal tracks in mud or snow.

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Weather Bureaus

(Continued from Page 8)

selves have forecasted a stiff wind, the disappointment in postponing a canoe trip is lessened; and the joy of living outdoors is heightened through increased awareness of the all-pervading background of our lives: the multiple phenomena of the weather.

Some books for your camp weather library

Brooks, C. F. *Why the Weather*. (Harcourt, 1924. \$2.50.)

Weather: Boy Scout Merit Badge Pamphlet No. 3816. (Boy Scouts of America, 20c.)

Williams, Lou. *Weather Handbook*. Girl Scouts, Inc., 25c.

Dramatics

(Continued from Page 6)

evil of hunting might be a challenge to older groups.

It has not been possible in this limited space to go very deeply into all the forms of campfire dramatics. For choric speaking there are references under Handy Books and the author has also given two good texts concerning puppetry. It is hoped that the handicraft counselor will come armed with all types of puppet material and that the above suggestions will be of some help to the busy drama counselor.

Remember this year to aim high and remind yourself frequently of the goal. It might be wise for the drama group to adapt as their emblem the cypress so loved by the Orientals.

REFERENCES

1. *Firelight Entertainment* by Margaret K. Soifer, (Furrow Press, 115 Eastern Parkway, Brooklyn, N.Y.C.) 75 cents.
 2. *Story of the Flag* by Clarence M. Lindsay, (Ivan Bloom Hardin, 3806 Cottage Grove Ave., Des Moines, Iowa.) 50 cents.
 3. *Ceremony for Bringing In of a Birthday Cake*, (Christodora House, 147 Avenue B, N.Y.C.) 30 cents.
 4. *A Birthday Festival*, (Girl Scouts, Inc. 14 West 49th Street, N.Y.C.) \$1.50.
 5. *Tell Me A Birthday Story* by Carolyn Sherwin Bailey, (Stokes, 443 Fourth Avenue, N.Y.C.) \$1.75.
 6. *Plays and Ceremonies for Girl Scouts*, (Girl Scouts Inc., 14 West 49th., N.Y.C.) 25 cents.
 7. *Happy Holiday* by Eleanor Graham, (S. P. Dutton, 300 Fourth Avenue, N.Y.C.) \$2.00.
 8. *Bells* by Satis Coleman, (Rand McNally, 111 Eighth Avenue, N.Y.C.) \$2.00.
 9. *Girl Scout Song Book*, (Girl Scouts, Inc., 14 West 49th Street, N.Y.C.) 35 cents.
 10. *Sing Together*, (Girl Scouts, Inc., 14 West 49th St. N.Y.C.) 20 cents.
 11. *Choric Speaking* (Expression Company, 16 Harcourt Street, Boston, Mass.) catalogue free. Good text "Many Voices, Part II, by Mona Swann, \$2.25).
 12. *Industrial Plays* by Virginia Olcott, (Dodd Meade, 443 Fourth Avenue, N.Y.C.) \$2.00.
 13. *Mighty Nikko* by Parker Fillmore, (Harcourt Brace, 383 Madison Avenue, N.Y.C.) \$2.00.
- ### HANDY BOOKS
1. *Play Making and Plays* by Merrill and Fleming (MacMillan Company, 60 Fifth Avenue, New York City), \$2.60.
 2. *Dramatic Cues* by Alice M. G. White (Girl Scouts, Inc., 14 West 49th Street, N.Y.C.), 35 cents.
 3. *Costuming a Play* by Elizabeth Grimball and Rhea Wells (Century Company, 353 Fourth Avenue, N.Y.C.), \$3.00.
 4. *Costume and Scenery for Amateurs* by Constance D'Arcy MacKay (Henry Holt, 1 Park Avenue, N.Y.C.), 2.00.
 5. *The Folk Costume Book* by Frances H. Haire (A. S. Barnes, 67 West 44th Street, N.Y.C.), \$5.00.
 6. *Creative Dramatics* by Winifred Ward (D. Appleton, 35 West 32nd Street, N.Y.C.), \$2.25 (see pg. 225).
 7. *A Book of Festivals* by Dorothy Gladys Spicer (Womans Press, 600 Lexington Avenue, N.Y.C.), \$3.00.
 8. *Dramatized Ballads* by Alice White and Janet Tobitt (Girl Scouts, Inc., 14 West 49th St., N.Y.C.), \$2.00.
 9. *Plays for Club, School and Camp* by M. Jagendorf (S. French, 25 West 45th St., N.Y.C.), \$1.50.
 10. *Time to Make Up* by Richard Worf (Walter Baker, 178 Tremont St., Boston, Mass.), \$1.35.
 11. *Junior Laurel Songs* by Teresa Armitage (C. C. Birchard, 221 Columbus Ave., Boston), Student's edition—\$1.00.
 12. *The Mikado*, Gilbert and Sullivan, abridged and simplified, by W. Norman Grayson. Cast—9 principals with any number of shoolgirls, nobles, guards and coolies. Recommended for older groups. Portions of this operetta could be given with huge success. (C. C. Birchard and Company, 221 Columbus Avenue, Boston, Mass.), \$1.00
 13. *When Troubadours Sang* by Alice W. Brockett (C. C. Birchard, 221 Columbus Avenue, Boston, Mass.), \$1.00. A concert in pageant concerning Richard the Lion-Hearted and the secret song of Blondel by which he was found and rescued. Prepared for use in both Junior and Senior High Schools, especially suitable for summer camp program. Any combination of voices, boys, girls, or mixed. Cast—8 speaking parts, characters, trumpeters, court attendants, pages, troubadours, any number may participate.
 14. *Stories of the World's Holidays* by Grace Humphrey (Milton Bradley, Springfield, Mass.), \$2.00.
 15. *With Puppets, Mimes and Shadows* by Margaret K. Soifer (Furrow Press, 115 Eastern Parkway, Brooklyn, New York), \$1.50.
 16. *Plays for People and Puppets* by Catherine F. Reighard. This book contains five plays—"Jack and the Bean Stalk," "King of the Golden River," "Rumpelstiltskin." "Pierre Pateline," and "Aladdin" as well as acting directions. Production of plays subject to royalty. (E. P. Dutton, 300 Fourth Avenue, N.Y.C.), \$2.00.